



## Edith L. Frierson

6133 Maybank Highway  
Wadmalaw Island, SC

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 132 Students           |              |
| <b>Principal</b>      | Nancy Ross (Interim)   | 843-559-4500 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley  | 843-937-6319 |
| <b>Board Chair</b>    | Mr. Chris Fraser       | 843-725-7200 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2012</b> | <b>Average</b>  | <b>Average</b> |
| 2011        | Average         | Good           |
| 2010        | Average         | Excellent      |
| 2009        | Average         | Good           |
| 2008        | At-Risk         | Below Average  |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

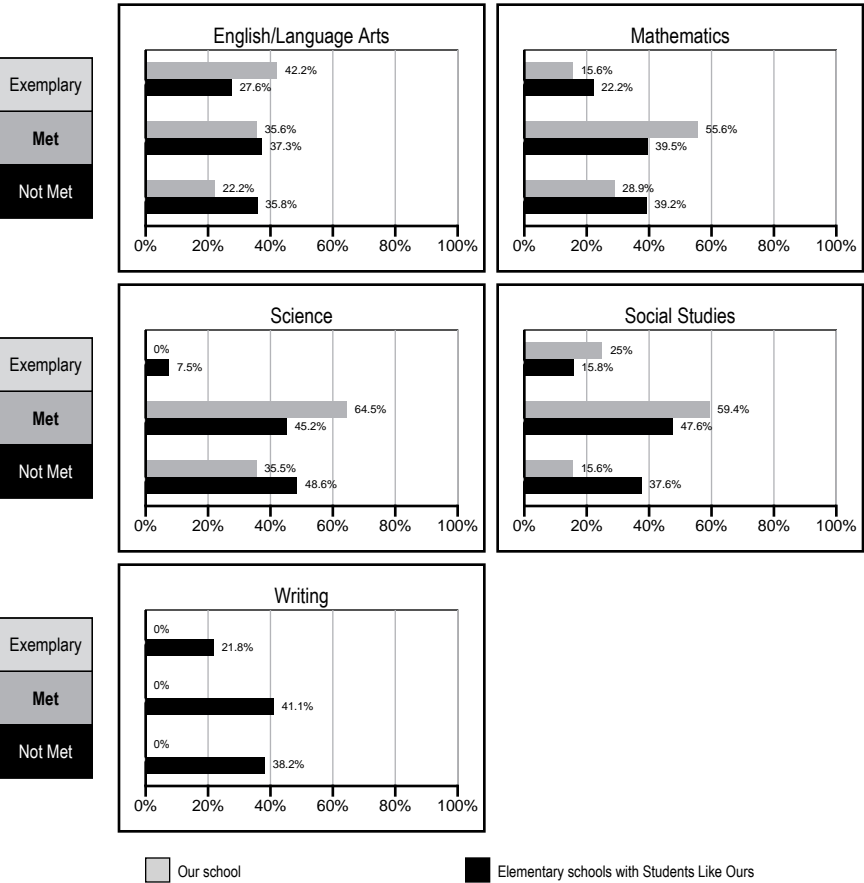
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 92.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2         | 12   | 95      | 49            | 20      |

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

# School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=132)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.0%       | No Change             | 1.3%                                       | 1.0%                     |
| Attendance rate  | 97.5%      | Up from 97.1%         | 96.3%                                      | 96.6%                    |
| Served by gifted and talented program  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.5%       | Up from 1.4%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=10)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 55.6%      | Up from 50.0%         | 62.8%                                      | 63.0%                    |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year  | 79.9%      | Down from 84.2%       | 85.4%                                      | 88.7%                    |
| Teacher attendance rate  | 98.4%      | Up from 96.9%         | 95.3%                                      | 95.1%                    |
| Average teacher salary*  | \$42,386   | Down 2.0%             | \$45,127                                   | \$47,210                 |
| Professional development days/teacher  | 12.1 days  | Down from 13.1 days   | 9.8 days                                   | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 2.0        | Up from 1.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 19.0 to 1  | Up from 15.7 to 1     | 18.1 to 1                                  | 20.0 to 1                |
| Prime instructional time   | 95.7%      | Up from 93.9%         | 90.6%                                      | 90.5%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | No         | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$11,577   | Down 16.2%            | \$8,317                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 61.3%      | Up from 58.1%         | 66.6%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 58.0%      | Up from 53.1%         | 63.3%                                      | 65.7%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**Report of Principal and School Improvement Council**

Edith L. Frierson Elementary is a Title 1 Community School located on Wadmalaw Island. This year's theme was "The Sky's the Limit!" Our high academic expectations helped our students to strive for higher goals.

At E. L. Frierson we are committed to the success of each child. Our students continue to grow in all areas: academically, socially, physically and artistically. This year we added a Gifted and Talented Enrichment Program for second grade along with, doubling our Gifted and Talented enrollment. Twenty of our third, fourth and fifth grade students achieving Met or Exemplary on the PASS test were highlighted at a St. John's High School football game. Fourteen students attended strings class twice a week for the entire year and performed at various events on and off campus.

During the year, our students, families and staff participated in a variety of academic, social and community activities. Staff development focused on research based strategies for increasing student achievement through the Mastery Teaching Model, Everyday Math extension activities and the "Teach Talk" method of classroom inquiry.

Many students participated in afterschool enrichment activities such Brain Boosters, Sewing Club, Girls Day Out and Boys Day Out. Students also raised "Pennies for Ponies" for L.E.A.R.N horse rescue. Our PTA and SIC sponsored events such as Lift-off To Learning Balloon Launch/Pep Rally, Homework 101, Family Night, Literacy Night, and Open House/May Day.

We are a community supported school and our success is largely due to their overwhelming support. Edith L. Frierson is dedicated to providing a quality learning environment that encourages students to become lifelong learners and productive citizens of the world.

Amy Cario, Principal  
Cherisse Taylor, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 7        | 9         | 9        |
| Percent satisfied with learning environment            | 100.0%   | I/S       | I/S      |
| Percent satisfied with social and physical environment | 100.0%   | I/S       | I/S      |
| Percent satisfied with school-home relations           | 85.7%    | I/S       | I/S      |

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

|                               |      |
|-------------------------------|------|
| Overall Weighted Points Total | 83.3 |
| Overall Grade Conversion      | B    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Edith L. Frierson school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 4.3%         | 2.6%  |
| Classes in high poverty schools not taught by highly qualified teachers | 8.3%         | 5.1%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.9%       | 0.0%            | No                  |
| Student attendance rate                         | 97.5%      | 94.0%*          | Yes                 |

\* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|
|-----------|----------|-----------|--------------|---------------------|--------------|---------------|

Grades 3-5

|                                   |       |       |       |       |       |       |
|-----------------------------------|-------|-------|-------|-------|-------|-------|
| All Students                      | 653.0 | 632.6 | 601.8 | 632.5 | 100.0 | 100.0 |
| Male                              | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Female                            | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| White                             | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| African American                  | 651.1 | 629.4 | 598.5 | 632.4 | 100.0 | 100.0 |
| Asian/Pacific Islander            | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Hispanic                          | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| American Indian/Alaskan           | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Disabled                          | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Limited English Proficient        | N/A   | N/A   | N/A   | N/A   | N/A   | N/A   |
| Subsidized meals                  | 656.7 | 635.1 | 602.8 | 634.8 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0  | 95.0  |

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PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2011                  | 3     | 18                               | 100      | 26.7      | 46.7  | 26.7        | 73.3                  |
|                       | 4     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 5     | 17                               | 100      | 11.8      | 47.1  | 41.2        | 88.2                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012                  | 3     | 19                               | 100      | 16.7      | 16.7  | 66.7        | 83.3                  |
|                       | 4     | 19                               | 100      | 22.2      | 61.1  | 16.7        | 77.8                  |
|                       | 5     | 9                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2011                  | 3     | 18                               | 100      | 53.3      | 26.7  | 20          | 46.7                  |
|                       | 4     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 5     | 17                               | 100      | 11.8      | 58.8  | 29.4        | 88.2                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012                  | 3     | 19                               | 100      | 27.8      | 50    | 22.2        | 72.2                  |
|                       | 4     | 19                               | 100      | 33.3      | 61.1  | 5.6         | 66.7                  |
|                       | 5     | 9                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2011                  | 3     | 9                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 4     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 5     | 9                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012                  | 3     | 9                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 4     | 19                               | 100      | N/AV      | N/AV  | N/AV        | 66.7                  |
|                       | 5     | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2011           | 3     | 9                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                | 4     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                | 5     | 8                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 3     | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                | 4     | 19                               | 100      | 5.6       | 72.2  | 22.2        | 94.4                  |
|                | 5     | 5                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2011           | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | 17                               | 100      | 11.8      | 35.3  | 52.9        | 88.2                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2012           | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 5     | 9                                | I/S      | I/S       | I/S   | I/S         | I/S                   |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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